

MINUTES
P-16
December 11, 2001

The P-16 Council met December 11, 2001, in the Council on Postsecondary Education's Conference Room, Frankfort, Kentucky.

ROLL CALL

The following members were present: Peggy Bertelsman, Gordon Davies, Susan Leib, Shirley Menendez, Allen D. Rose, Mary Howard representing Kim Townley, Paul Whalen, and Gene Wilhoit.

Council on Postsecondary Education and Kentucky Department of Education staff present: Lois Adams-Rodgers, Jim Applegate, and Dianne Bazell.

***APPROVAL OF
MINUTES***

Peggy Bertelsman moved that the September 21, 2001, minutes be approved. Paul Whalen seconded the motion. They were approved by acclamation.

***EISENHOWER HIGHER
EDUCATION GRANT
PROGRAM***

Dianne Bazell reported that the CPE, at its November meeting, allocated \$954,412 to support 16 Eisenhower Higher Education Grant Program Projects for the professional development of P-12 teachers. Peggy Bertelsman commended the marrying of literacy and technology and encouraged these ties for future Eisenhower grant programs. Professional organizations such as the Appalachian Educational Laboratory and the State Higher Education Executive Officers also are interested in Eisenhower information. Dianne Bazell attends meetings sponsored by both these organizations.

Dianne Bazell worked closely with John Drake and Judy Tabor, of KDE. Gene Wilhoit encouraged conversations with Starr Lewis and other K-12 staff regarding the academies that the KDE is sponsoring. The KDE staff feels the best facilitators for these academies would come from the higher education community and would like to shift the resource base over to them. Further discussion on this is needed.

***COUNCIL OF CHIEF
ACADEMIC OFFICERS'
TEACHER EDUCATION
SUMMIT***

Jim Applegate reported that the CPE has been working over the last year to design programs to meet the teacher education agenda objectives. CPE sponsored a statewide teacher education conference October 18-19 at Centre College, where institutional teams discussed specific ideas to implement the CCAO teacher education agenda. Specific ideas included programs to look at alternative routes to certification, partnerships with community colleges and K-12 schools to recruit more people into the profession, commitments to partner in P-16 councils, commitments to

develop support structures for teachers in the field, development of online alternative professional development activities that are more accessible to teachers, and review of the internal reward systems throughout the institutions. The CPE allocated nearly four million dollars in action agenda money to the comprehensive institutions for teacher education improvement.

***MEETING THE
DEMAND FOR EARLY
CHILDHOOD
EDUCATORS***

Mary Howard, representing Dr. Kim Townley from the Governor's Office of Early Childhood Development, shared information supporting the demand for early childhood educators. The future of the Commonwealth depends on the healthy development of its youngest citizens, and the KIDS NOW initiative is one way Kentucky is addressing this need. The most important component of this initiative is its plan to increase the numbers of early caregivers and educators. Its professional development component addresses articulation, core content, training, credentials, and scholarships. The scholarship program in higher education began in the 2001 spring semester, and 1,000 scholarships were awarded. Six hundred scholarships are being processed for spring 2002. Scholarship recipients are pursuing their education in the Childhood Development Associate credentials, associate, and bachelor degrees.

There is a 40 percent annual turnover rate for early child care workers, and Paul Whalen recommended looking at better salary levels for early childhood education teachers since more education is being required of them. The Kentucky Community and Technical College System and the Kentucky Virtual University plan to offer a nine credit hour (three courses) training program meeting CDA requirements. Discussion also is underway with four-year institutions to articulate the KCTCS degree with a bachelor's degree in interdisciplinary early childhood education.

***TEACHER QUALITY
TRUST FUND***

Jim Applegate reported that the CPE has included in its budget recommendations a proposal of a \$4 million trust fund to provide support for many innovative initiatives that support the teacher education agenda of the CCAO. Four proposals will be funded, and collaborative proposals from consortia of institutions are encouraged.

This is oriented not only to teacher preparation but also to school leader preparation. Dianne Bazell encouraged postsecondary institutions to reorganize their leadership preparation programs to include university-wide faculties and resources. Just as arts and sciences faculty should be involved in the preparation of teachers, so should faculties of business, management, public policy, and social work, for example, be utilized to prepare principals and superintendents. Paul Whalen observed a gap between the classroom and instructional leadership and would like this to be addressed in the proposal guidelines. Gordon Davies noted that managing a school is a complex operation, and the people who teach leadership in our business

schools or our schools of foreign affairs and diplomacy might bring to bear some of those skills and perspectives on managing schools.

Gene Wilhoit would like to bring these ideas to the statewide discussion occurring in the legislature, the Governor's Office, higher education institutions, and the elementary and secondary leaders who have been meeting to deal with the issue of identification, recruitment, and support of principals and superintendents as instructional leaders. Kentucky received a grant from the Wallace-Readers Digest Foundation. The planning phase is complete and the implementation program is set for three years.

Susan Leib noted that the higher education community is already addressing this issue by working with the schools of management and business to train principals and superintendents. Postsecondary institutions are working with the KDE to recruit Highly Skilled Educators so they can get their leadership certificates via an alternative route. Susan Leib also reminded the council that certifications earned by conventional or alternative routes are based on the same teacher and administrator standards. They are not different certificates, but simply alternative routes to certify non-traditional and experienced candidates by recognizing their knowledge and skills.

Dianne Bazell reported that the staffs of the KDE, the CPE, and the EPSB are continuing to implement the recommendations of the P-16 alignment teams. At the October Teacher Education Summit, the CCAO revised its draft action agenda to include implementation of the alignment team recommendations. This year, Eisenhower grants amounting to \$215,183 were awarded to three projects focused on teaching reading, grades 3-12, in relation to mathematics, science, and other content areas. Staff presented the alignment team recommendations to the EPSB at its annual seminar for education deans and chairs. The recommendations also were presented to the Kentucky School Board Association's Task Force on Enriching Teaching.

***IMPLEMENTATION OF
ALIGNMENT TEAM
RECOMMENDATIONS***

Starr Lewis reported that students entering college lack the reading skills they need to be successful. Therefore, the KDE allocated \$500,000 in professional development, leadership, and mentor funds, and is identifying strategies that high school and middle school teachers can use to strengthen their students' reading skills. Often middle school and high school teachers do not have a background in reading instruction; therefore, the KDE is working with KET to create video images of what this instruction looks like across the curriculum. At a recent KBE meeting, it was recommended that course outlines be designed. The National Technical Panel is looking at whether or not the writing portfolio should be a part of the transcript. Michael Miller reported that the KDE is in conversation with The Collaborative Center for Literacy Development on how to increase the opportunities for middle school and high school teachers in reading. Ms. Lewis added that the department is looking at revising the Individual

Graduation Plan (such as beginning it in the sixth grade instead of the eighth grade) and annual diagnosis and evaluation of students' reading and mathematics skills so that their needs could be met through Extended Student Services or other services.

More work still needs to be done. Every student needs to understand that high school graduation is a beginning point in life, and all students need to plan for continuing education. Although the math curriculum is in place, not all students are participating in four years of mathematics. Peggy Bertelsman commented that although funds have been allocated to provide reading mentors for middle and high schools, the teaching of reading in the schools of education needs to be encouraged. Susan Leib referred to Kentuckyteachers.org, a Web site that includes information for the preparation programs. Reading assessments across grades indicate that students are exiting primary grades with pretty good decoding skills, but skills decline in middle school, and the weakest readers are found at the high school level. This indicates an issue at the upper grades. Starr Lewis and other KDE staff have identified some key target areas that teachers in the upper grades can address instead of getting a whole new degree in reading. They also are working on how teachers make these diagnoses in their classrooms.

***A SINGLE, RIGOROUS
CURRICULUM FOR
ALL
HIGH SCHOOL
STUDENTS***

As follow-up to the September P-16 meeting, staff submitted an application to participate in The American Diploma Project to help develop a new set of standards and high school curriculum, whereby the high school diploma will mean something to both the postsecondary institutions and to employers. Kentucky was one of five states selected to participate. A gap analysis was done of Kentucky 's CATS test, ACT, COMPASS, postsecondary placement tests, GED, and a number of other assessments including Work Keys. Postsecondary institutions and employers will be asked to agree to use some of the CATS assessments in their admissions, placement, and hiring decisions. Discussions have taken place with postsecondary institutions to see if they would agree to use the writing portfolio score, if provided, as a part of their admissions and placement decisions. Faculty and teachers will meet in January in Austin, Texas to begin the gap analysis of the assessments. They will make recommendations on what changes, if any, need to be made at the P-12 level to align high school graduation standards and assessments with postsecondary requirements. And staff will work with postsecondary institutions to make them more aware of what the CATS assessment is, what students have gone through in high school, how much they do know, and ask them to recognize and use this. This project will be tied to the work that the CPE is doing on the alignment of ACT and CATS. Gordon Davies indicated that the next major challenge in American higher education is finding some way to assess the learning that goes on in college. Governor Patton also is involved in these discussions going on across the country. Workforce Cabinet Secretary Allen D. Rose shared that Kentucky's students are not graduating with mathematics skills needed for the

apprenticeship programs. Students entering apprenticeship programs also need remedial training. In order to bring superintendents, principals, school boards, teachers, and counselors on board, discussions must occur at the community level and with parents. The local P-16 councils would be good vehicles for these discussions.

The council heard from staff of schools that increased their curriculum standards. Attending were Greg Smith, former principal of North Laurel High School and currently assistant superintendent of Laurel County Schools, along with Debbie Felts, guidance counselor at South Laurel High School, and Monica Smith, guidance counselor at North Laurel High School. Also attending was Gene Kershner, former principal at Walton-Verona High School and currently assistant superintendent of Walton-Verona Schools. Mr. Smith indicated that both North and South Laurel High Schools were involved in Kentucky's High School Restructuring Project of 1994 as pilot sites. At that time, they raised graduation requirements, IGP, and school sponsored and approved activities. Laurel County Schools staff report that all students can meet high academic standards and provide support to their students to meet them. Beginning in middle school, Laurel County Schools focus on careers that encourage students to take the more rigorous courses. They begin the IGP in eighth grade and schedule guidance counselors to work with individual students to plan their course load to meet their career goals. Mr. Kershner attributes high expectations to Walton-Verona's success. He believes that having a 7-12 grades high school also helps control the curriculum. All students take Spanish in the eighth grade and receive high school credit for it. All students take four years of mathematics in high school. Walton-Verona provides Kentucky Virtual High School courses free of charge to students. Counselors serve as facilitators, designing advisory programs based on teachers' input.

The P-16 mathematics alignment team and the National Commission on High School Senior Year each recommended that all students take mathematics every year of high school and that they take as rigorous a level of mathematics as they can. As a follow-up to this, a poster was developed and will be distributed to encourage students to take more mathematics in high school by identifying 101 jobs that require mathematical skills. The P-16 Council endorsed the distribution of this poster.

Dr. Ed Ford, Deputy Secretary of the Governor's Cabinet, shared the results of the National Commission on the High School Senior Year's final report, *Raising Our Sights*. The National Commission on the High School Senior Year was put together at the urging of former Secretary of Education Dick Riley. Governor Patton served as its chair. The commission's goal is to help make the last years of high school both a finish

***MATH AND JOBS
POSTER***

line for a rigorous learning experience and a launching pad into postsecondary education or the workforce. The commission concluded that too many of our students leave high school unprepared for further study or work. To ensure that a majority of students are not left behind, the commission set forth the “Triple-A-Plan.” The strategy of this plan calls for:

***NATIONAL
COMMISSION ON THE
HIGH SCHOOL
SENIOR YEAR***

- Improving **alignment** between high school curriculum and postsecondary admissions and placement requirements. We need to ensure that all students have quality early childhood education and are taking rigorous coursework that reflects high standards at every level of their schooling and meet postsecondary and workforce needs. Higher education needs to strengthen teacher preparation programs and set entry standards that mesh with high school exit standards to raise the level of expectations. More states need to form P-16 councils.
- Raising student **achievement** standards and levels for all students. States should require schools that enroll students in less challenging courses of study to get waivers, signed by parents, allowing their students to regress and go into the lower level courses. The parents would first be called in for consultation before the waiver alternative.
- Providing **alternatives** to the traditional senior year by creating programs and projects that lead to a better understanding of the worlds of college and work.

Three things are needed for a school to be successful: high expectations, strong leadership, and parental participation.

Gene Wilhoit commented that, since Governor Patton chaired the commission, Kentucky should show some leadership in responding to this report. Therefore, he recommended that the P-16 Council charge its staffs to take the recommendations in the Triple-A-Plan and bring back a plan on how Kentucky will implement these recommendations.

A panel of high school students who recently participated in the Kentucky Governor’s Scholars Program offered their perspectives on their experiences in high school and their perceptions of postsecondary education. Students were Angie Ball, Katie Burcham, Munuse Sagarie, Tasha Rash, Diana O’Brien, Ben Hampton, and Eric Smith.

Some key points of discussion were:

- High school and college should not be used for career training, but for students to learn and become well-rounded individuals who will contribute to society in the best way they can. Students should love to learn and enjoy going to school. There is a need to find

**GOVERNOR'S
SCHOLARS PROGRAM**

exactly when and why students stop loving to learn. Some advanced students have become apathetic to learning. They feel as though teachers don't care, that schools are now a business—not about learning but about getting students through in four years—or they are about getting rewards.

- There was a consensus among the students that picking a major in high school limits a student too much. Students need to experience a variety of courses and not be forced to focus their electives around a career cluster. Electives should expand students' horizons in addition to the standard curriculum requirements as set by the KBE. Students can't make an informed decision without information. Students don't actually know what they want to do until they are actually in a college environment and college setting, because being a high school student is not like being in the real world yet. The only disadvantage of not choosing a major is that some students could lose focus.
- Advanced placement courses help prepare students for college. A goal for the P-16 Council could be to get advanced placement courses in every high school in Kentucky. Kentucky Virtual High School courses are expensive and are not accessible to all students. One student attending Dixie Heights High School reported that she was not allowed to take a KVHS course during school but was told that that she would have to do it on her own time.
- School districts need to better prioritize what they want to achieve in their schools. Some of the greatest teachers have been let go because of budget problems. Some classes have been discontinued due to budget problems. Learning and having a variety of courses for students should be the top priority, and student achievement and motivation would rise.
- One student who was dyslexic believes her success is due to teachers who were willing to help her and parents and friends who gave her support that motivated her.
- One dropout is one too many.
- The writing component of the CATS test needs to be examined. Some students prefer a more open-ended AP-style. Colleges and universities look at the ACT and SAT, and the CATS test has no effect on a student's future, so the student doesn't take it seriously and exerts no effort. Some schools try to provide students with an incentive by releasing them from final exams if they obtain a certain grade on their CATS test. Some schools enforce a "good faith effort" for testing that could affect a student's qualifying for the AP Program.

As follow-up to the September P-16 meeting, there was a cross-agency discussion of what would it take to reduce the dropout rate. Lois Adams-Rodgers, Cheryl King, Ken Walker (KCTCS), and Kyna Koch shared

highlights of the concept paper that was developed. Cheryl King reported that language in the GED regulation had been technically revised and approved by a legislative committee. Ken Walker informed the group that the second largest increase in enrollment for KCTCS between this year and last year were high school students either in dual credit or dual enrollment options. He encouraged the CPE to track dual credit students regardless of whether they were enrolled at a KCTCS institution or one of the universities. Since funding (including KEES money) becomes a barrier for dual enrollment and dual credit, colleges are being encouraged to look at partial or full tuition waiver opportunities. College and university faculty can teach secondary students, and the students can get credit if the faculty has adjunct certification. This certification is for part-time faculty and does not lead to tenure, KTRS, or other privileges of full certification. Adjunct certification application is made by the district on behalf of the person to be put on adjunct status. The only stipulation pursuant to KRS 161.046 is that the adjunct instructor cannot fill a position that will result in the displacement of a qualified teacher possessing a full/regular certificate already employed in the district. The adjunct certificate is fully described in 704 KAR 20:300.

***SUCCESSFUL
TRANSITIONS: NO
MORE DROPOUTS***

Also, the KDE should continue to look at how local school districts spend their money and should provide incentives to all students to access the Kentucky Virtual High School during the school day. The KVHS is the only way some small school districts can provide advanced placement opportunities to students. Business and labor leaders need to be brought into the GED option discussion. Fayette and Jefferson County school districts, along with Owensboro Independent, have contacted the Workforce Development Cabinet and are creating their own GED option program. Therefore, it was decided by the P-16 Council to invite representatives from these school districts to the March meeting to guide thinking on this issue. These representatives will meet with Cheryl, Lois, Jim, and Dianne prior to the March meeting to form the discussion.

Cheryl King will continue discussions on the quality of delivery and results of the GED. She will look at instructional methodology and learning centers to begin a discussion comparing the GED curriculum with the Core Content and with what students need to know and be able to do to be successful in the community college system.

The P-16 Council outlined the following issues and questions to work through before coming up with a resolution:

- Are there viable proposals for funding a dual credit program in Kentucky?
- Play out what it would take in terms of options and resources to make this happen.
- How can we assure that there is parity in terms of performance and outcomes of these options?

- How do we address the needs of the 16, 17 and 18-year-olds who have dropped out or are planning to do so?

Kyna Koch, Sherri Noxel, and Phillip Rogers reported on the cross-agency integrated warehouse data project (MAX) undertaken by the KDE, the CPE and the EPSB, as follow-up to the 2000 General Assembly appropriating \$2.9 million to the budget of the EPSB to establish a data system to meet statutory reporting requirements. A data policy committee has been formed with leadership from the three agencies to meet regularly to guide the project implementation. Each of the three agencies will continue their data collection processes. The KDE is in the process of an extensive review of every data collection in the department that should be complete by the end of December. Work has also begun with the CPE and the EPSB to review their data collection to see if there are duplications, redundant information, or information being collected for no known purpose. The end result will be a system available to all three agencies and to researchers.

A project manager has been hired, and a prototype will be introduced at the Data Cross-Agency Team meeting December 12, 2001.

Phillip Rogers shared that for the EPSB the most exciting outcome of this project will be the “cradle to grave” system that tracks teachers throughout their career. This is Teacher Certification Information that will be available to anyone who would like information on the certification of a teacher. Sherri Noxel shared that the CPE has been collecting enrollment data and information in an electronic form from the campuses of Kentucky for about 20 years that includes comprehensive data about student enrollments, graduation, faculty and staff, finances, and fiscal facilities. These data elements are refined yearly. Therefore, it was easy to support MAX. This month, the agency is coming together for inventory training provided by the KDE for districts in order for CPE to educate staff and document these processes. The rest of December, the CPE will look at data collection from a larger perspective. By the end of December, a timeline will be identified for wrapping up the inventory and staff assigned.

***CROSS-AGENCY
INTEGRATED DATA
PROJECT***

The P-16 Council endorsed the project.

Jim Applegate and Dianne Bazell shared information on the development of local P-16 councils. Since the September P-16 Council meeting, two new proposals for local councils have been funded – Murray State University and the Purchase Area P-16 Council. Work continues with the 10 model communities identified in the campaign to solicit P-16 council formations in those model communities. At its last meeting, the CPE approved funds from the Adult Education Trust Fund for some of these communities involving adult education to do an educational needs assessment to look at

gaps in educational activities. The CPE has endorsed the creation of an enrollment growth and retention fund. It contains a component for an incentive portion for regions throughout the state so that institutions are not simply competing with each other for more students to enroll. Norma Adams asked that a system-wide reward for increased college going or GED enrollment or for increased transfer from two-to-four-year institutions be established.

As follow-up to the last meeting, Lois Adams-Rodgers provided a document on how postsecondary institutions will become aware of new student performance standards and their descriptions. She also reported that Kentucky has sent out an RFP and will select four to five model sites in response to a federal grant. We will examine how the high schools implement a rigorous curriculum and lower the number of dropouts.

The P-16 Council will meet March 5, 2002, 9:00 A.M. at the Council on Postsecondary Education, Conference Room A, in Frankfort.

***DEVELOPMENT OF
LOCAL P-16 COUNCILS***

Lois Adams-Rodgers
Deputy Commissioner
Learning and Results Services

Regina Mingua
Executive Secretary

OTHER BUSINESS

